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ABSTRACT

The main purpose of this study was to identify educational research that had been undertaken in Kenya between 1963 and 1980 and to categorize it under major educational issues. To collect data, questionnaires were sent to libraries and data gathering institutions, organizations, and agencies. Personal interviews were also conducted with staff and students at universities, the Ministry of Higher Education, and teachers' colleges. The author points out that one limitation of the study is that it does not analyze the quality of the research reported nor does it deal with problems of dissemination and implementation of the research findings. The results showed that the research concentrated on three main issues: teaching (24%), political education and social policies (23%), and student evaluation (19%). These three areas accounted for 66% of the total educational research undertaken in Kenya. Other issues with which the research dealt include the following: administration and educational development (10.7%); education and economic development (9.4%); access to education (7.2%); and communication (6.6%). The paper analyzes the research done under each of these issues and then discusses who carried out the research. The study indicated that there are four major categories of research needs and priorities that are considered necessary for Kenya. These are monitoring the system, evaluating educational innovations, identification of learning needs, and identification of basic problems in Kenyan education and their causes. (Author/RM)

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EDUCATIONAL RESEARCH AND EVALUATION IN KENYA
FUTURE DIRECTIONS.

By

Dr. George S. Eshiwani,
Director, Bureau of Educational
Research, Kenyatta University
College, Kenya.

SP 013 701

Note: This paper was originally presented to the Educational Research Seminar/Workshop, University of Botswana and Swaziland, Gaborone - in May 1981.

EDUCATIONAL RESEARCH AND EVALUATION IN KENYA: FUTURE DIRECTIONS

By

Dr. G. S. Eshiwani

INTRODUCTION

In order to comment on the future directions of educational research and evaluation in Kenya, it is necessary to begin with an account of the current situation. For the purpose of this paper, I have defined the term "research and evaluation" in rather broad terms, covering all activities which aim at systematic gathering, processing and interpreting information on the functioning and the outcome of Kenyan Education.

In recent, and more specifically in the current development plan, the Kenya Government has given a major emphasis to research. This emphasis is a result of concern for quality in Kenya's Educational system. Fifteen or so years of independence have seen an enormous expansion of the system. The primary school enrollments have risen from 870,000 in 1961 to over 3 million in 1980, while the secondary school enrollments have risen from 23,000 to over 200,000 during the same period.

Given this rapid expansion, it is felt that questions of the quality of the educational process have not received the attention they deserve. A recent National Commission on Educational Objectives and Policies in Kenya addressed itself to this very question and observed that a major research effort is needed to identify existing weaknesses in the educational system and to pave way for needed improvements. It is ironical that while the National Commission on education was calling for more research, there was little evidence to show that previous research findings had been utilized in decision-making, in policy-formulation or in programme planning.

Lack of interaction between researchers and policy-makers;
Lack of communication between researchers and potential consumers of researchers, and among the researchers themselves;
Lack of research focus on current policy issues;
Lack of involvement by decision-makers in the research process to make sure that research studies related to issues of importance to them and that research results will be applied;

Lack of public awareness of various findings and programmes.

In general, the dissemination of research findings is very poor.

In an effort to strengthen their own research and evaluation capacity, both the Ministry of Basic Education and the Ministry of Higher Education have started to mobilize existing capacities in other institutions. Noteable among these institutions are the Bureau of Educational Research which is based at Kenyatta University College, the Research and Evaluation Unit based at the K.I.E., Kenya Institute of Development Studies based at the University of Nairobi, the Central Bureau of Statistics and various educational teaching departments at Kenyatta University College. It is not possible for me to describe in detail the existing research and evaluation activities of each of these institutions, in this paper.

2. ISSUES AND PATTERNS OF RECENT RESEARCH

2.1 What I am going to report in the following paragraphs is a brief study I undertook nearly a year ago to get an overview of the educational research and evaluation that had been undertaken in Kenya between 1963 and 1980.

The main purpose of the study was to identify educational research that had been undertaken in Kenya between 1963 and 1980 and to categorise it under major educational issues. Seven major areas of educational issues were identified for this particular study:

1. Administration and educational development.
2. Access to education.
3. Education and economic development.

4. Student evaluation.
5. Teaching.
6. Communications.
7. Political education and social policies.

Specifically, the purposes of the study were to:

1. Provide information on current or recently completed studies in Kenya in a form which is retrievable by researchers and research users;
2. Provide a framework for critical analysis of research based on the classification given above.

For the purpose of clarification it is important at this juncture to say something about the classification of issues outlined above. In the planning stages of this study several classifications were considered. For example I considered classifying research by subject such as history, geography, mathematics etc. While this type of classification may appear to be most useful to the discipline orientated academic user, it may not be so useful to the policy-maker who wants to use research findings. The questions that the policy-maker considers are usually multidisciplinary in character. It is imperative that if education research is to have an impact on any social system, then it must be viewed in terms of issues. For this study we considered two sets of classification. The first classification to be considered was that put out by the International Development Research Centre (1, 1975). In the IDRC classification, six categories of issues were identified as being important in policy formulation:

1. Learning efficiency
2. Education and employment
3. Imbalances in education opportunities
4. Planning, management and administration
5. Cost and finance
6. Evaluation

While I did not find anything inherently wrong with this classification it appeared to me to be narrow in the sense that it mainly emphasized the concerns of a policy maker. It was therefore necessary to find another classification, which, while retaining the issues in the IDRC classification, it took into account the issues concerning national leaders, parents and students, non-formal

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educators and teachers. The Bigelow (2, 1974) classification appeared closer to the intentions of this study than the IDRC classification. A detailed Bigelow classification is given in the appendix.

2.2 Methodology

The study was divided into two major data-gathering phases. The first phase consisted of collecting data from libraries and data-gathering institutions, organizations and agencies known to me. The questionnaire which was used in this phase sought information on: research topic, names of researchers, whether the research was for a degree or not, starting and completion dates for the research, the institutions to which the researcher was attached and the funding source.

The second phase consisted of personal interviews of the academic staff and graduate students at Kenyatta University College, University of Nairobi, Kenya Institute of Education, The Central Bureau of Statistics, and various sections of the Ministry of Higher Education, and in seventeen teachers' Colleges.

As in many studies of this nature there seems to be no sampling which one could use to draw a representative cross-section of respondents. It is therefore possible that in our sample selection we may have left out a significant proportion of education researchers whom we know nothing about. For example, there might be foreign researchers who might have undertaken research in the past without affiliating themselves directly to an institution or who might not have submitted their research reports to anyone in Kenya. Unless they were on the Research Register at the Office of the President,* they were largely ignored.

We experienced some difficulty in that a few researchers engaged in personal interviewing refused to be personally interviewed.

A further limitation in this study is with regard to its content. It does not analyse the quality of the researches reported nor does it deal with problems of dissemination and implementation of the research findings in the studies examined.

* All research in Kenya must be cleared by the Office of the President.

2.3 The Results:

2.3.1. Patterns of Education Research

In this section, we will look at the patterns of educational research in Kenya in relation to the issues of educational classification outlined earlier in this paper.

Table 1 gives the number and percentage of the studies we examined. It is clear from this table that educational research that was undertaken in Kenya from 1963 to 1980 concentrated on three main issues: Teaching (24%), Political Education and Social Policies (23%) and Student Evaluation (19%). These three areas account for 66 per cent of the total educational research undertaken in Kenya. The other research areas did not receive much attention: Communication (6.6.%), Access to Education (7.2%), Education and Economic Development (9.4%), Administration and Educational Development (10.7%).

Table 1

The Number and Percentage of
Educational Research undertaken in Kenya 1963 - 1980

Issue	No. of Studies	Percentage
Administrative and Educational Development	59	10.7
Access to Education	39	7.2
Education and Economic Development	52	7.2
Student Evaluation	104	19.0
Teaching	132	24.1
Communications	36	6.6
Political Education and Social Policies	126	23.0

Further analysis of the research done under each issue reveal an interesting pattern. Tables II to VIII give a detailed breakdown of various researches done under each issue.

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2.3.2 Administration and Educational Planning

Table II shows the analysis of research done in the area of administration and educational development. Nearly 60 per cent of the research that was undertaken in this area concentrated on the issue of planning and educational development. There was less emphasis on other issues: Budgeting and financing policy (8.5%), capital outlay, buildings and physical development (13.6%) and personnel management (18.5%).

Although much research seems to have been done on the issue of planning and educational development, there has been a public outcry on lack of well-timed and appropriate planning to meet current and anticipated future expansion of our education system. The rapid expansion of our educational system has caused problems of physical constraints, budgeting and financial policy, and the number and quality of personnel to man the system. It is ironical that it is in these areas where great problems are being felt that very little research seems to have been done.

2.3.4 Access To Education

Education is viewed by many people as a key solution to many of the socio-economic problems in the developing countries. Parents sacrifice the little money they have to send their children to school as a means of a future social mobility. It is therefore important to take note of the research that has been done in this area. Table III gives the number and the percentage of the researches done in this area under five issues. The dominant issues in the area of access to education were: educational opportunities, selection and admission (41%), followed by education demand (23%) and family-school relationship (20%). There was less emphasis in research on cost limitations to parents and students (10.5%) and on women's education (5.1%). For those who champion the rights of the "mwananchi", they must be alarmed that so little research has been done on the cost limitations to parents. Despite the fact that primary school education in Kenya is "free", there must be thousands of children who do not attend school because of hidden costs. Furthermore, the high cost schools limit the access of some children to education.

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It is significant that educational researchers in Kenya have paid only lip service to women's education. They have not bothered to highlight even the basic statistics concerning the inadequacies of women's education in Kenya.

2.3.5. Education in Economic Development

One of the major goals of education in any country is to provide sufficient numbers of trained professional people of every kind to meet the requirements of the country in its own continuing existence and development. There is a need to maximise the efficiency of the school system to match the economic system. Table IV gives the number and percentage of research done in the areas of drop-out rates and school leavers (5.8%) and literacy and vocation (15.4%); the other three issues under this over all heading received nearly equal treatment: manpower development and manpower needs (30.8%), employment and productivity (26.9%), and, employment and migration (21.2%).

Table II

Number and Percentage of Research done in the Area of Administration and Educational Development

Issue	No.of Studies	Percentage
Planning and Educational Department	35	59.4
Capital outlay, buildings, Construction Programmes	8	13.6
Budgeting and financing Policy	5	8.5
Personnel and Personnel Management (Staffing)	11	18.5
	59	100.0

Table III

Number and Percentage of Research Done in the Area of Access to Education

Issue	No. of Studies	Percentage
Education Demand	9	23.1
Education Opportunities, Selection and Admission	16	41.0
Family-school Relationship	8	20.5
Cost (limitation to parents and students)	4	10.3
Women's Education	2	5.1

2.3.6 Student Evaluation

Table V shows a breakdown of the research which was undertaken in the area of student evaluation. This area is important in so far as it provides a measure of pupil success or failure and indicates the effectiveness of the educational institutions. The two issues that seem to have received significant attention from researchers working in this area are: achievement, learning and performance (39.4%) and cognitive development, aptitude intelligence and perception (26.9%). The other issues like test and test construction (4.8%), personality, behaviour and attitudes (18.3%), careers, counselling and guidance (9.6%) seem to have received little attention.

2.3.7 Research on Teaching

As noted earlier, most of the educational research undertaken in Kenya from 1963 to 1980 was in this area. Most of the research however, seems to have been concentrated in three areas: pedagogy (39.4%), preservice and inservice teacher education (25%) and teacher attitudes (16.7%). While these three aspects are important in the quality of education, other issues such as the philosophy of our educational system, classroom environment and social relationship are equally important and should receive equal attention in research. These latter issues accounted for only 20% of the research undertaken in the area of teaching.

2.3.8. Research on Communication

The term communication was used in this context to cover a set of related issues: language, curriculum, extension, mass media, audio visual aids in the classroom, teacher advisory centres and libraries. Table I shows that research in this area accounted for only 6.6 per cent of all the educational research undertaken in Kenya. Most of the research seem to have emphasized the issue of language (47.2%) followed by research in curriculum (22.2%). These two issues accounted for nearly 70 per cent of all the research done in this area.

Table IV

Research on Education in Economic Development

Issue	No. of Studies	Percentage
Dropout rate and school leavers	3	5.8
Manpower development and Manpower needs	16	30.8
Literacy and Vocation	8	15.4
Employment and Migration	11	21.2
Employment and Productivity	14	26.9

Table V

Research on Student Evaluation

Issue	No. of Studies	Percentage
Test and Test Construction	5	4.8
Achievement, learning and Performance measurement	41	39.4
Personality, behaviour and attitudes	19	18.3
Cognitive development aptitude, intelligence and perception	28	26.9
Careers, counselling, aspirations and guidance	10	9.6

Table VI

Research on Teaching

Issue	No. of Studies	Percentage
Educational foundations	18	13.6
Pedagogy	52	39.4
Preservice and inservice Teacher Education	33	25.0
Teacher attitude	22	16.7
Classroom environment, social relationships and integration	7	5.3

2.3.9 Political Education and Social Policies

This political-social issue may be considered under the following headlines: educational history, political socialization, social integration, indeginous philosophy and religious education. These are issues concerned with the question: "How best can a country use her educational system to achieve national goals, equity, and social justice?" Table VII shows the emphasis which researchers in Kenya gave to the various aspects of this question. Thirty per cent and twenty three per cent was devoted on social integration and indeginous philosophy respectively. The remaining three issues received nearly equal attention education history (17.5%), political socialization (13.5%) and religious education (15.9%).

2.3.10 Who Carried Out Research

The Kenyan scientists have been blamed by the press for standing aloof when it comes to commenting on social problems. It is argued that quite often, the foreign "expert" offers his professional views on issues such as family planning, the effects of mercuty in women cosmetics while his Kenyan counterpart chooses to remain quiet to avoid mixing politics with his career. An examination of the number of Kenyans and expatriates who carried out various researches in education in Kenya between 1963 and 1980

may shed some light on this question. Table IX shows that considering all the research that is reported in this study there was no significant difference between the number of Kenyan researchers and foreign researchers. What is evident is that while the Kenyan researchers dominated the research in access to education (64.1%), student evaluation (64.4%) and in communications (58.4%), the expatriates dominated the following areas: education and economic development (69.5%), teaching (55.3%) and political education and social policies (58.7%).

Another way of looking at this question is to consider whether the researches reported were done for a degree or not. Table X shows that

Table VII

Research on Political Education and Social Policies

Issue	No. of Studies	Percentage
Education History	22	17.5
Political Socialization	17	13.5
Social integration and social system	38	30.2
Indigenous Philosophy	29	23.0
Moral values and religious education	20	15.9

in general 48% of educational research was done for degree certification. Looking at the seven issues discussed in this paper an interesting pattern emerges. Research in the issues of communication (66.7%) and political education and social policies (62.7%) was mainly done by students working for their degrees. On the other hand, research on education in economic development (73.1%), teaching (58.3%), administration and educational development (57.6%) and access to education (53.8%) were carried out mainly by people working either at University, in Government Ministries and agencies.

Table IX

Who Carried Out Research?

Issue	KENYANS		NON-KENYANS	
	Number	Per Cent	Number	Per Cent
Administration and educational development	33	55.9	26	44.1
Access to Education	25	64.1	14	35.9
Education in Economic Development	20	30.5	32	69.5
Student Evaluation	67	64.4	37	35.6
Teaching	55	44.7	73	55.3
Communications	21	55.3	12	41.7
Political Education and Social Policies	43	34.1	64	58.7

Table X

Was Research for a Degree?

Issue	DEGREE		NON-DEGREE	
	Number	Per Cent	Number	Per Cent
Administration and educational Development	25	52.4	34	57.6
Access	18	46.2	21	53.8
Education in Economic Development	14	26.9	38	73.1
Student Evaluation	47	45.2	57	54.8
Teaching	55	41.7	77	58.3
Communications	24	66.7	12	33.3
Political Education and Social Policies	79	62.7	40	37.3

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We also considered the funding sources of the educational research which has been undertaken during the past fifteen years. Although the information was sketchy, taking into account the information contained in Tables IX and X, it is clear that the university and foreign donor agencies and foundations appear to have taken a slightly larger share of research projects, seemingly at the expense of the Ministries of Education.

3. Educational Research in Kenya in retrospective:

The educational research that we have examined is characterised as follows:

(a) The major research issues emphasized by researchers in Kenya were: teaching, political education and social policies, and student evaluation. There would therefore seem to be a need for more research in the other issues such as communication, access to education, education and economic development, and administration and educational development.

(b) The rapid expansion that has occured in our educational system dictates that researchers should pay greater attention to the problems of capital outlay, buildings, and construction programme, budgeting and financial policy, and to personnel management including teachers.

(c) Women education, particularly at higher level has been neglected. Politicians have only paid lip service to this problem. No meaningful research has been undertaken on this issue. Intensive research is needed for future planning.

(d) Education will continue to become an expensive commodity both to the state and to the parents. While some research has been done on the cost of education to the state, there has been very little work done on the cost of education to parents. The schools should be urgently investigated.

(e) The campaign on literacy and vocation, and the free primary education demand basic data for planners. For example, 1983 has been set as the target for 100 per cent literacy in Kenya. Is this feasible given the present trend? Secondly, what is the proportion of children in the country that are not availing themselves for the "free" primary education?

(f) Despite the fact that the Department of Educational Psychology has been one of the most active departments in graduate studies, there are glaring gaps in educational research directly connected with it: tests and test construction, guidance and counselling, student behaviour and attitudes etc.

(g) Our teachers have been criticised for using outmoded teaching methods. Research is needed on methods that can work given the crowded classroom situation that is so common in our schools. Studies on classroom environment including social relationships in our schools may help teachers to adjust to some of the problems that seem to have become so common in the schools. A related problem concerns the quality of education in our schools.

(h) The library is the heart of every school, college or university, and yet this is one area that very few educational researchers seem to have taken in any interest.

(i) The formal school system can not provide education for all our citizens. Extention education, mass media and correspondence tuition must suppliment it. Little research has been done in this area.

(j) Educational research in Kenya seems to have been largely carried out by people at the university and expatriates who have been sponsored by donor agencies or their governments. In the past two or so years the Ministries of Education have taken more active role in research particularly in the examination section. There seems to be a great need for further involvement of both the Ministry of Basic Education and the Ministry of Higher Education in the applied research and experimental development research.

4. RESEARCH NEEDS AND PRIORITIES FOR EDUCATION IN KENYA

This section is about some of the major research needs and priorities for education in Kenya. It is based on the outcomes of a recent seminar held in Mombasa, Kenya on Educational Research and Development. From the report of the seminar, it seems that there are four major categories of research needs and priorities that are considered necessary for Kenya. These are monitoring the system, evaluating educational innovations, identification of learning needs and basic problems in Kenyan education and their causes. The Mombasa report breaks down these four categories into the following sub-categories:

4.1 The Research Process - Identified Needs

- Greater use of existing opportunities and resources for research, such as the Central Bureau of Statistics data practice teaching, students-in-training especially graduate students.
- Increased opportunities for long-term research.
- Increased opportunities for interdisciplinary research.
- Greater encouragement of high quality research.
- A forum for scholarly interchange between researchers.
- A forum for interchange between researchers and policy-makers.
- Increased awareness of the importance of data for decision-making among potential users of research.
- Increased research consciousness among potential users of research (including students).
- Local journals to disseminate locally conducted research and research from elsewhere of relevance to local problems.
- Co-ordination of research.

4.2 Research Priorities

4.2.1 Equity of the Educational System

Equity issues involve identifying the differentials between regions, school types, social classes, sexes, and sometimes special groups such as the pastoralists or the handicapped.

These differentials should be examined in terms of the influence of wider social processes (economic, social and political) and or their influence on these processes, especially class differentiation, income distribution and social mobility.

Equity of Access

- Differentials in coverage (i.e. the proportion of the school-aged population enrolled at different levels, in different types of schools).
- Special issue - who is using boarding school in the pastoral areas?
- Patterns over time.

Equity of Provision

- Differentials in classrooms in relation to enrolments.
- Differentials in teachers, by qualifications and experience, in relation to enrolments.
- Differentials in facilities and amenities, in relation to enrolments and in terms of quality.
- Differentials in the availability of administrative and professional resources.

Equity of Selection From Level to Level

- Differentials in dropouts, repetition, performance and continuation.
- Selection procedures.
- Patterns over time.

Special Issues

- Consequences of policy shifts or changes in practice.
- Comparison with other African countries with similar problems.

4.2.2. Relevance of the Educational System

Relevance issues involve an assessment of the closeness of the relationship between the content of the school experience and the skills, attitudes and behaviours required by the society to achieve development objectives. It includes questions of retention and utilization of the knowledge and skills acquired through formal education.

Identification of Needs

- Knowledge and skills needed by school leavers (primary and secondary) in light of Kenya's economic and social goals.
- Knowledge and attitudes needed by school leavers (primary and secondary) in light of Kenya's social, cultural and political goals.
- Continuous and updated information on job opportunities, employment needs.
- Job specifications and certification requirements.
- Spe ial issues - the primary school leaver, the skills required for agricultural productivity.

Relevance for Employment

- The absorbtion of primary and secondary school leavers into the economy.
- Actual skills and knowledge of primary and secondary school leavers.
- The allocation system.

Relevance for Agricultural Productivity

Relevance for Technical Competence and Technical Training

Relevance for Self-Employment

Relevance for Attitudes

- Attitudes, norms and values promoted and acquired at at different levels of the educational system.

Relevance for Rural Development

Special Issues

- Consequences of policy shifts or changes in practice.
- Comparisons with other African countries with similar problems.

4.2.3 Efficiency and Effectiveness of the Educational System

Wastage and Repetition

- Who is dropping out? For what reasons?
- Migration.

Performance and Attainment

- Effect on performance of factors such as provision, repetition, pre-school experience, school size, examination questions, language of instruction, over-enrolments, overcrowding, streaming, prevalence and effect of private coaching.
- Identification of the aspects of provision which can be considered to have a significant impact on performance.
- Cross-sectional data on the characteristics and concerns of non-high cost schools.

Effectiveness of Instruction

Issues related to effectiveness of instruction centre in the need to find the best way to achieve educational outcomes. They thus usually involve comparisons between alternative methods, strategies, designs and delivery systems.

- The optimum balance between the academic and practical in order to develop agricultural and technical skills.
- Comparative effectiveness of different approaches to concept development.
- Effectiveness of specific curriculum changes such as PEP, KPM

Effectiveness of Educational Programmes and Support Services

Programme evaluation should include attention to the planning and development process, staff training, management and monitoring. The questions of equity and relevance are equally applicable to any sub-system or programme as to the total educational process. Some areas of investigation include:

The process of curriculum change, the development of new syllabuses, materials and retraining of teachers.

- The process of communication between the Examination Unit and the schools.

- The TACs and other professional support systems.
- School milk scheme.
- Guidance and counselling.
- Special education.
- EMS.
- School Equipment Scheme.
- In-service training programmes.
- Correspondence Unit, IAS.
- A detailed analysis of the types of educational innovations which have proved effective.
- The implications of the proposed 9-year education cycle, including teacher training; provision of resources, physical facilities, materials and equipment; access to secondary school; utilization of the end product; the process of linking to changing manpower resource needs.

4.2.4. Management and Administration of the Educational System

Educational Planning

Supervision

Economics of Education

Costs and Returns

- To individuals and families - the effects of both costs and returns on welfare, income and life chances.
- To communities - including studies of self-help.
- To the Nation.

Economies

Special Issues

- Effectiveness of the abolition of school fees.
- Costs of changes recommended by researchers.

Educational Personnel

During the seminar the emphasis was placed on teachers. The issues are equally applicable to other groups, such as, for example, school heads, training college staff, administrators.

Training

- Selection criteria and tools.
- Training objectives - the skills, competencies and behaviours of successful teachers.
- Training objectives - task analyses of teachers' roles and activities.

- Effectiveness of various training methods to develop skills, competencies and desired behaviours.
- Optimum length of the training programme.
- Relationship between training and job-performance including comparisons of trained and untrained teachers, factors which affect the performance of beginning teachers.

The Profession .

- Career patterns.
- Mobility: promotion, demotion, transfers, leaving.
- Morale.
- Placement.

The Pupil

Socialization and learning

- Perception.
- Cognition.
- Process of moral development.
- Development of competencies and attitudes.

Pupils' School Bahaviour

- Causes of unrest.

5. Conclusion

In this paper I have tried to give the reader an overview of the educational research that has been undertaken in Kenya during the past fifteen years or so. I have also outlined what I believe are some of the most significant research needs and priorities in Kenya educational system. I am aware that research and evaluation, if properly conceived and conducted, can be an important and powerful tool in identifying and understanding problems and thus lead to remedy and improvement of the quality of educational process. However, it would be unreasonable for me to expect that research will cure all our educational ills in Kenya.

Thank you.

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APPENDIX A

A GUIDE TO KENYA EDUCATION RESEARCH

1970 - 1980

1. Research Topic .....
.....

2. Names of Research Worker(s) .....
.....

3. Name(s) of others involved e.g. supervisor or thesis:-
.....
.....

4. If research was for a degree indicate the degree followed by word Candidate (e.g. M.A./Cand) .....
.....

5. Date of starting: Day:..... Month .....
Year: .....

6. Date of completion: Day: ..... Month .....
Year: .....

NOTE: IF RESEARCH IS IN PROGRESS SIMPLY WRITE IN PROGRESS

7. Institution to which (b) was attached: .....
.....

8. Funding Sources: .....
.....

9. Classification using the issue - Target User Code, (see (ITU Classification)

9.1 Issue .....
Use first and second digits

9.2 Level of study target group: .....

10. Source of the above information .....

APPENDIX B

CLASSIFICATION OF ISSUES IN EDUCATIONAL RESEARCH

1. Administration and Educational Development

   1.1. Planning and Management (Expansion)
   1.2. Capital outlay (for fixed Assets), Buildings, Construction Programme, (physical development)
   1.3. Budgeting and Financial Policy
   1.4. Personnel and Personnel Management (Staffing)

2. Access to Education

   2.2. Education Demand
   2.3. Educational opportunity, selection, and Admission (School)
   2.4. Family-School Relationships
   2.5. Cost (Limitations to parents and students)
   2.6. Women's Education

3. Education Economic Development

   3.1. Dropout Rate and School Leavers (Wastage)
   3.2. Manpower Development and Manpower Needs (Including Teacher Supply-Demand and Brain Drain)
   3.3. Literacy and Vocational (Numeracy, Basic Skills)
   3.4. Employment and Migration
   3.5. Productivity

4. Student Evaluation

   4.1. Tests and Test Construction
   4.2. Achievement Learning, and Performance Measurement
   4.3. Personality, Behaviour and Attitudes
   4.4. Cognitive Development, Aptitude, Intelligence and Perception
   4.5. Careers, counselling, Aspirations, and Guidance

5. Teaching

   5.1. Educational Principles (Foundations)
   5.2. Pedagogy (Methods)
   5.3. Preservice Education and Inservice Teacher Education
   5.4. Teacher Attitudes (Problems and Professionalism)
   5.5. Classroom Environment, Social Relationships and Integration

6. Communications

   6.1. Language, Language Arts and Language Planning,
   6.2. Curriculum Planning, Curriculum Development and Curriculum Evaluation
   6.3. Extension Education, Mass Media and Correspondence Tuition.
   6.4. Audio Visual Communication (for the Classroom)
   6.5. Libraries (Teacher Media Centres)

7. Political Education and Social Policies

7.1. Education History
7.2. Political Socialization
7.3. Social Integration and Social Systems
7.4. Indegenous Philosophy and Educational Values
7.5. Moral Values and Religious Education

8. Level of Study Target Group (Third Digit)

8.1. General, Multilevel or Unspecified by Level
8.2. Preprimary Education and Primary Education
8.3. Secondary Education (All Postprimary and pretertiary Formal Schooling)
8.4. Tertiary Education (higher education including University, Polytechnic and Advanced Teacher Training)
8.5. Extra-Systemic (Non-formal Education, informal education and Adult Education)

9. Intended Principal User (Four Digit)

9.1. Degree-Related User
9.2. Individual-Academic Community
9.3. Institution
9.4. Administration (Governments)
9.5. General Public (National)
9.6. International User